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ABSTRACT

This guide, designed for use with secondary school students, attempts to prevent drug and alcohol abuse among students. The Key Competencies program targets several characteristics which have been identified in addicted children: poor self image, improper sense of values, and lack of identity. For grades seven through nine, strategies are presented to help students understand that: (1) drug and alcohol abuse cause problems for individuals and society: (2) many things affect behavior: (3) life is not always happy: (4) people need a sense of identity: (5) they are part of a family: (6) they are part of a society: (7) they are individuals: (8) making decisions and facing consequences are part of growing up, and (9) carrying out responsibilities gives people more control over their lives. For grades 10 through 12, strategies are presented to help students understand that drugs and alcohol affect individuals differentially, the cost of drug dependence goes beyond money, and treatment and rehabilitation are difficult and often unsuccessful. (Author/NRB)

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The School District of Philadelphia

Office of Curriculum and Instruction

Division of Drug and Alcohol Education

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Secondary
Grades 7-12

Key Competencies

DRUG AND ALCOHOL EDUCATION
(Ungraded - Junior)
(U-DA-J)

and

DRUG AND ALCOHOL EDUCATION
(Ungraded - Advanced)
(U-DA-A)

CS 014700

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1980

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THE SCHOOL DISTRICT OF PHILADELPHIA
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File #200

June 2, 1980

Dear Colleagues:

The School District of Philadelphia is committed to quality education for all its students. In this regard, two recent events are of particular significance: the Board of Education resolution reaffirming the use of mandated curricula and the Superintendent's "Blueprint for Academic Achievement." All schools, unless receiving official approval to do otherwise, are to use the School District's courses of study; all students are to be considered as having high potential.

The "Blueprint" calls for the identification of essential learning for each grade. To assist principals and teachers, the Office of Curriculum and Instruction has prepared "Key Competencies" for the mandated subjects. With each competency are behavioral objectives which can be used to evaluate mastery of the competency. The lists are comprehensive and coded for easy reference. Each publication contains the sequence of competencies for either elementary or secondary subjects thus providing a perspective of learning over a period of time. Copies are being distributed to all personnel directly involved with instruction.

It should be noted that the term *key competency* signifies the opening of the door to learning. In no way should mastery of these competencies be considered the limit of education. The courses of study provide a full array of content and activities. On the other hand, failure to master the key competencies should be a signal for intensive evaluation of the effectiveness of the educational program - a process calling for collaborative effort of school, home, and if need be, community.

A curriculum publication is, by its very nature, always in a state of development. Your review of this document is eagerly sought and your recommendations will be deeply appreciated. Please send your comments to me. I am as close to you as your phone.

With every good wish.

BERNARD G. KELNER
Associate Superintendent
Curriculum and Instruction

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DRUG AND ALCOHOL EDUCATION

The goal of drug and alcohol education is the PREVENTION of drug and alcohol abuse among students. Once the child is addicted, there is little the instructional program can do. In researching why some children become addicted while others in the same peer groups do not, it has been noted that the addicts generally have a poor self image, an improper sense of values, and a lack of identity. It makes sense, therefore, that these key competencies have targeted these areas, especially in the primary grades, thereby striving to overcome shortcomings wherever and whenever discovered.

The scope of the drug and alcohol education program is for grades kindergarten through twelve.

The booklet will treat the key competencies in the secondary porgram (grades seven through twelve).

The following coding system was used to designate the competencies:

Example:

U - DA - J - 3
- 3 - 3rd Compentecy
- J - Junior years (grades 7 through 9)
- DA - Drug Abuse
- U - Ungraded

01 - Student Outcome 1

02 - Student Outcome 2

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The following courses are given in the secondary program:

U - DA - J - Junior (grade 7 through grade 9)

U - DA - A - Senior (grade 10 through grade 12)

For further information regarding the drug and alcohol program and its implementation, please refer to Curriculum Means Service or contact:

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DRUG AND ALCOHOL EDUCATION
(U-DA-J)

Key Competencies

Grades Seven through Nine

U-DA-J-1 STUDENTS WILL UNDERSTAND THAT DRUG AND ALCOHOL ABUSE CAUSES PROBLEMS FOR THE INDIVIDUAL AND SOCIETY:

01. Discuss the different problems caused by drug and alcohol abuse:
    a. Individual
    b. Family
    c. Society

02. Discuss how drug and alcohol abuse may lead to crime:
    a. Pushing drugs to feed one's habit
    b. Stealing to make money to pay for drugs and alcohol

U-DA-J-2 STUDENTS WILL UNDERSTAND THAT MANY THINGS MAY AFFECT OUR BEHAVIOR:

01. Discuss how ill health affects behavior.

02. Discuss how peer pressures affect behavior.

03. Discuss how strained family relationships affect behavior.

04. Discuss the probable effect of different neighborhoods on behavior patterns of individuals.

U-DA-J-3 STUDENTS WILL SHOW AN UNDERSTANDING THAT LIFE IS NOT ALWAYS HAPPY:

01. Discuss ability to deal with pain and stress.

02. Discuss that most pain is temporary.

03. Discuss experiences with disappointments.

04. Discuss the various things that cause students worry.

Grades Seven
through Nine

U-DA-J-4 STUDENTS WILL SHOW KNOWLEDGE THAT IN ORDER TO FUNCTION IN LIFE WE MUST FIRST HAVE A SENSE OF IDENTITY:

01. Discuss why we like to be part of a group.

02. Discuss the ways we are like others in our group:
    a. Clothes we wear
    b. Play same games
    c. How we feel about some things
    d. Homework we are assigned
    e. Music we hear

03. Discuss how we are different from others in our group.

04. Discuss: "Is it wrong to be different?"

05. Discuss: "What would the world be like if we were the same?"

U-DA-J-5 STUDENTS WILL UNDERSTAND THAT THEY ARE PART OF A FAMILY:

01. Discuss each family member in terms of chronological age.

02. Discuss the advantages and disadvantages of the position they hold in the family:
    a. Oldest child
    b. Middle child
    c. Youngest child
    d. Only child

03. Discuss how students feels about their position in the family.

U-DA-J-6 STUDENTS WILL UNDERSTAND THAT THEY ARE PART OF SOCIETY:

01. Discuss: "What is my position in society?"

02. Discuss: "What do I hope it will be in the future?"

Grades Seven
through Nine

U-DA-J-6 STUDENTS WILL UNDERSTAND THAT THEY ARE PART OF SOCIETY (continued):

03. Discuss: "How am I like everyone else?"

04. Discuss: "How am I different from everyone else?"

05. Discuss: "Why is it all right to be different?"

U-DA-J-7 STUDENTS WILL SHOW AN UNDERSTANDING OF BEING AN INDIVIDUAL:

01. Discuss how difficult it is to say good things about oneself

02. Discuss the importance of knowing and accepting one's limitations.

03. Point out that limitations need not be permanent but can change with age, acquisition of knowledge or external circumstances.

04. Discuss how things we think of in ourselves as liabilities may, in fact, be assets either now or in the future.

U-DA-J-8 STUDENTS WILL SHOW UNDERSTANDING THAT MAKING DECISIONS AND FACING CONSEQUENCES ARE PART OF GROWING UP:

01. Point out that making decisions should be based on facts.

02. Point out that feelings play a part in personal decision-making.

03. Discuss the desirability of looking for alternatives.

04. Point out that worthwhile careers take training, patience and work.

Grades Seven
through Nine

U-DA-J-9

STUDENTS WILL SHOW THEY UNDERSTAND THAT CARRYING OUT RESPONSIBILITIES GIVES US MORE CONTROL OVER OUR LIVES:

01. Discuss meanings of the following terms:

- a. Reliability
- b. Trustworthy
- c. Answerable
- d. Able to choose for oneself right and wrong

02. Discuss:

- a. Taking care of oneself
- b. Doing one's job
- c. Doing a job one has agreed to do
- d. Making decisions and facing the consequences of the decisions

DRUG AND ALCOHOL EDUCATION
(U-DA-A)

Key Competencies

Grades Ten through Twelve

U-DA-A-1 STUDENTS WILL BE AWARE THAT DRUGS AND ALCOHOL AFFECT INDIVIDUALS IN DIFFERENT WAYS:

01. Point out the unpredictability of effects when ages, individuals and substances differ.

02. Discuss quality control measures practiced by pharmaceutical companies.

03. Discuss two-way action:
    a. Drug acts on user
    b. The user acts on the drug

04. Discuss variables in the user which will affect actions of the drug:
    a. Body weight
    b. Tolerance
    c. Allergies
    d. Mood
    e. Physical condition
    f. Other drugs in the system

U-DA-A-2 STUDENTS WILL BE AWARE THAT THE COST OF DRUG DEPENDENCE GOES BEYOND MONEY:

01. Point out that drug dependence has serious long range effects.

02. Point out that society pays for the drug and alcohol abuse problems.

03. Point out how the cost to society is reflected on the individual:
    a. Increased taxes
    b. Danger on the streets
    c. The effect when a member of the family is involved.

Grades Ten
through Twelve

U-DA-A-3 STUDENTS WILL BE AWARE THAT TREATMENT AND REHABILITATION ARE DIFFICULT AND OFTEN UNSUCCESSFUL:

01. Point out that the road back is all uphill and full of complications:

    a. The abuser must seek help.
    b. The person must recognize that he or she has an abuse problem.
    c. The person must persist with treatment.

02. Point out that the person must be detoxified and have health restored. The following are needed:

    a. Change in conditions which led to abuse
    b. Expert help and time to analyze and treat each individual
    c. Adequate facilities for spectrum of treatments
    d. Gainful employment opportunities
    e. Continued counseling to prevent relapse
    f. Possible involvement of family and friends in program